

HIUS 103/ETHN 103A: UNITED STATES AND THE PACIFIC WORLD (WI 22)

Tu/Th 11:00-12:20pm | RWAC 0103

Zoom link: <https://ucsd.zoom.us/j/93546067940> | Zoom ID: 935 4606 7940

Prof Simeon Man (he/him) | siman@ucsd.edu

Office Hours: W 11:00-1:00pm | RWAC 0944

COURSE DESCRIPTION

This course is a history of the United States from the vantage point of the Pacific world. It begins from the premise that the “Pacific world” is not a bounded entity but an expansive geography encompassing many places in Oceania and beyond, animated by their overlapping histories of colonialism, diaspora, and struggle. We will study Hawai‘i, Guahan (Guam), Micronesia, Okinawa, the Philippines, and Korea in particular, with an emphasis on how colonialism and militarism shaped everyday life in these places, and how they shaped peoples’ varied responses, including the forging of anticolonial, anti-imperialist, and feminist movements across oceans and borders.

REQUIRED TEXTS

All required texts will be available as PDFs on Canvas or linked on the syllabus.

COURSE STRUCTURE

The course meets in-person on Tuesdays and Thursdays, with an option to join remotely through Zoom. Lectures are delivered on Tuesdays and discussions are on Thursdays. Assignments should be completed before class on Thursday.

Due to COVID-19, the course will be entirely remote Jan 3-17, and possibly longer pending campus guidelines. Please check Canvas Announcements for updates.

DISCUSSION BOARD

By Wednesday 6pm each week, post your reflections to the readings and films (if any) on the Canvas Discussion Board. What insights and questions did they prompt for you? What new lines of research might you want to investigate? Your reflections can take a variety of forms, including a short write-up (150-200 words), an audio or video recording, a news article accompanied by your own text about its relevance to the assignments, or a combination thereof. The main point is that you engage with the materials in some way and share those findings with your classmates. I encourage you to post your reflections as a response to another classmate’s post to facilitate conversation.

FINAL PROJECT

The final project is an opportunity to take what you have learned in this course and apply it in a creative form. You have wide flexibility here in choosing what you do. Ideas include: an op-ed, an artistic production or performance, a recorded oral history, TikTok or other social media posts, a zine, or an academic essay. If you have other ideas, I’m open. Your topic, too, can range widely but should be focused. For example, you might analyze a historical or contemporary issue, such as the construction of the naval base on Jeju, South Korea, the impact of the climate change on Pacific islands, the struggles of mixed-race children of US troops in the Philippines, Pacific islander activism in Southern California, and so on. In choosing your final project, ask yourself: 1) what do I want to learn more about? 2) Who or what am I doing this for? Consider this an opportunity to

challenge yourself to deepen your own learning. Whatever you choose should be meaningful for you. Depending on the scope of the project, working in small groups or pairs are encouraged.

Final Project requirements and deadlines:

Week 2-4: meet with me to discuss your idea(s) for your project

Week 5 (Feb 3): submit a brief project proposal of about 150-200 words, explaining 1) your topic, and the 1-2 question(s) motivating your work; 2) your medium and why you have chosen it; 3) 3-4 primary and/or secondary sources that you will engage with for your project.

Finals Week (Mar 14): Final project due

ASSESSMENT

The primary mode of assessment for this course will be through self-reflection. Because I recognize each of you may be living through various challenges, whether they be personal, financial, or academic, your grade for this course will be based on the principles of ungrading, which invite you to reflect upon your own conditions and learning. Those of you who would like to learn more about ungrading can refer to the writings and research of Dr. Jesse Stommel, an expert on the topic, which is available [here](#).

The final course grade will therefore be determined by three self-assessments. The first will be due Week 1 (Jan 6), the second in Week 5 (Feb 3), and the third during finals week (Mar 14). Please note that I cannot submit a grade for you at the end of the quarter unless I receive all three self-assessments.

NOTE ON RESPECT, FLEXIBILITY, ACCOUNTABILITY, AND INTEGRITY
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In this course, we will practice a culture of mutual respect, in which all voices will be heard and valued. We will hold ourselves accountable to our own biases and privileges and make space for each other. The learning and unlearning we will do in this course will invite conversations that are at times challenging or uncomfortable; we will acknowledge them when they occur and embrace them as part of our learning process.

How we participate in this course affects not only us individually, but also our classmates, the professor, and the learning environment of everyone. Part of recognizing that you are valued members of the course also means being mindful of this larger collective responsibility.

We recognize that everyone's learning environments and capacities are different, made more so by the pandemic, the housing crisis, and other manufactured vulnerabilities. We will practice flexibility and accessibility while recognizing these are insufficient modes of addressing systemic harm. At any point during the quarter, please let me know if you have any concerns that arise and how I can best meet your learning needs.

All written work submitted for this course should be original, meaning that the work, in its entirety or in parts, should not have been submitted for previous courses, acquired from other sources, or done by others, including peers, tutors, editors, or people you pay. You must attribute all ideas and paraphrases that are acquired from other sources with proper citation, including the use of quotation marks when pulling phrases in their entirety.

Do not share, circulate, and reproduce PowerPoint slides without the permission of Simeon Man who holds the rights to these materials. Do not record the class discussion without the permission of every member of the course.

SCHEDULE

Week 1 (Jan 4/6): Introduction

Readings:

- Epele Hau'ofa, "Our Sea of Islands" in *The Contemporary Pacific* (Spring 1994): 147-161

Jan 6: Self-Assessment Due

Week 2 (Jan 11/13): Knowledge Systems of Oceania

What are some dominant conceptions of the Pacific, in popular culture and in history? How have indigenous knowledge systems challenged these dominant ways of thinking?

Readings:

- David Chang, "Looking Out from Hawai'i's Shore," 1-23
- Lindsey Flewelling, "[Captain Cook's View of Hawaii](https://britishandirishhistory.wordpress.com/2016/05/20/captain-cooks-view-of-hawaii/)," May 20, 2016.
<https://britishandirishhistory.wordpress.com/2016/05/20/captain-cooks-view-of-hawaii/>.

Week 3 (Jan 18/20): Capitalism and Hawai'i

How did the Pacific become integrated into the capitalist world economy in the 19th century? How did capitalism transform the lives of indigenous peoples? How did it change the meanings of land, ocean, resources, and labor?

Readings:

- Gregory Rosenthal, "Boki's Predicament: Sandalwood and the China Trade," 16-46.

EC: Attend Zoom Panel Antimilitarism in the Pacific, Wednesday, Jan 19, 4pm

Week 4 (Jan 25/27): Colonialism and US Empire

Why did the US expand its territory in the late 19th century? What cultural and legal logics were used to justify US colonialism in the Pacific? How did Pacific peoples respond to and resist against colonialism?

Readings:

- Noenoe Silva, "The Antiannexation Struggle," 123-163.
- Queen Liliuokalani's Letter of Protest
- Film: *Act of War: Overthrow of the Hawaiian Nation* (1993)

Week 5 (Feb 1/3): US Militarism

How did the US become an 'empire of bases'? What were the justifications for US military expansion since World War II? How does militarism impact the day-to-day lives of Pacific peoples, and how have they responded to it?

Readings:

- Catherine Lutz, “Introduction: Bases, Empire, and Global Response,” in *The Bases of Empire* (2009), 1-44.

Feb 3: Self-Assessment Due

Week 6 (Feb 8/10): Unending War

Readings:

- Jessie Kindig, “Peace Regimes,” *Boston Review*, June 20, 2018.
- Jessie Kindig, [“Someday, this Army is Going to Leave.”](#) *Jacobin*, July 22, 2017.
- Film: “The Memory of the 25th Hour” (director Grace Kim, 2017, 78 minutes)

Week 7 (Feb 15/17): Okinawa

Readings:

- Kozue Akibayashi and Suzuyo Takazato, “Gendered Insecurity under Long-Term Military Presence: The Case of Okinawa,” in *The Gender Imperative* (2019), 37-58.
- Film: “The Targeted Village,”
https://www.youtube.com/watch?v=pB7N_YlfaOA&t=1086s

Week 8 (Feb 22/24): Guam

- Michael Lujan Bevacqua and Manuel Lujan Cruz, “The Banality of American Empire: The Curious Case of Guam, USA,” *Journal of Transnational American Studies* 11:1 (Summer 2020), 127-149.
- Michael Lujan Bevacqua, [“The Chamorro Diaspora”](#)
- Film: *The Insular Empire: America in the Mariana Islands* (2010)

Week 9 (Mar 1/3): Marshall Islands

Readings:

- Teresia Teaiwa, “Bikinis and Other S/Pacific N/Oceans,” (1995), 87-109.
- Zohl de Ishtar, ed., *Pacific Women Speak Out for Independence and Denuclearisation*, (choose 3 pieces to read). https://assets.website-files.com/5b43f3f705b1ce380ccbdaed/5bd635b5019ddf29da2e9b0e_Pacific%20Women%20Speak%20Out.pdf
- In-class Film: *Nuclear Savage: The Islands of Secret Project 4.1* (2011)

Week 10 (Mar 8/10): Toward a Decolonized Pacific

Readings:

- S. Joe Estores and Ty P. Kawika Tengan, “Sources of Sustainment: Fort Kamehameha and Ahua Point,” in *Detours* (2019), 77-93
- Iokepa Casumbal-Salazar, “Where Are Your Sacred Temples?” Notes on the Struggle for Mauna a Wakea,” in *Detours* (2019), 200-210.
- Nick Estes, [“Indigenous People Are Already Working ‘Green Jobs’—but They’re Unrecognized and Unpaid.”](#) *The Intercept*, September 23, 2019.

March 14: Final Project and Self-Assessment Due